

# ESEA Overview – Resource for New Coordinators

Presented at ESEA Application Workshop April 2014  
Alaska Department of Education & Early Development  
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# ESEA Brief History

- ▶ Elementary & Secondary Education Act (ESEA) first signed by Lyndon Johnson on April 11, 1965
- ▶ Reauthorized with different “nicknames”
  - 1994 – Improving America’s School Act
  - 2001 – No Child Left Behind – NCLB
- ▶ Modified via regulations, new funding, policy
  - 2008 – New Regulations
  - 2009 – American Recovery and Reinvestment Act (ARRA) Title I Funding
  - 2011 – ESEA Flexibility Waivers made available
- ▶ Reauthorization ?? (was due in 2007!)

# ESEA Formula Grants

- ▶ ESEA grants in the Consolidated Application are formula grants, not competitive grants.
- ▶ Districts are eligible for an allocation of federal funds through a formula.
- ▶ An application must be submitted and approved to receive a formula grant.
- ▶ Funds available for 27 months:
  - July 1, 2014 – June 30, 2015: 1<sup>st</sup> fiscal year
  - July 1, 2015 – June 30, 2016: may be carried forward (subject to program limitations)
  - July 1, 2016 – September 30, 2016: will expire unless obligated

# Supplement, Not Supplant

- ▶ Federal funds must be used to “supplement, not supplant” services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds).
- ▶ Always ask: “What would have happened in the absence of federal funds?”

# Grant Planning

- ▶ Complete a needs assessment to determine areas of need that can be addressed with federal funds
  - Use Planning Tool in GMS
    - Required for needs assessment
    - Optional for linking grants to plan and fiscal resources
- ▶ Involve representatives from stakeholder groups to create the plan
  - District staff, school teachers and leaders, staff, parents, community
- ▶ Consult with any private schools in district before plans for grant funds are finalized
- ▶ Plan annually, updating needs assessment and plan based on evaluation of previous year

# Private Schools

- ▶ ESEA requires equitable participation of private school students, teachers, and other personnel
- ▶ Consultation with private schools *must* occur *before* decisions are made about programs to be offered
- ▶ Needs of private school students, parents, and teachers are determined separately from those of public school students, parents & teachers
- ▶ Private school students, parents & teachers must receive services comparable to those received by public school students, parents, & teachers

# Guidance on Private Schools

- ▶ See specific guidance & sample forms on private schools in “Instructions & Handbook” for ESEA application
- ▶ See guidance for specific programs and sample forms on EED website under *Equitable Services to Private School, Students & Teachers*:  
<http://education.alaska.gov/nclb/KeyComponentsNCLB.html>
  - Private School Plan Template
  - Timeline for LEA Consultation
  - Affirmation of Consultation with Private School Officials
  - Title I Worksheet
  - Guidance for Titles I–C, II–A, and III–A

# Effective Use of Funds

- ▶ Considerations for planning use of funds:
  - District and school needs
  - Purposes of each Title program (I–A, I–C, II–A, etc.)
  - Allowable uses of funds
  - Supplement, not supplant
  - Most effective of funds for improving teaching and learning
- ▶ Evaluate effectiveness of use of funds
  - Review data on implementation of plan
  - Review data on student performance/achievement
  - Revise as needed to improve results



# Title I, Part A

- ▶ Purpose – to increase the achievement of all students, particularly those who are low-performing and at-risk of not meeting standards
- ▶ Title I-A funding is provided to high poverty schools
  - Title I-A funds are *supplemental* to state and local funding
  - Title I schools must receive their share of comparable state and local funding
- ▶ Two types of Title I programs:
  - Targeted Assistance
  - Schoolwide

# Types of Schools in Alaska

- ▶ All schools
  - 503 schools in 2013–2014
  - 284 were Title I (56.5%)
- ▶ Title I schools by program type
  - 200 operated schoolwide programs (70%)
  - 84 operated targeted assistance programs (30%)
- ▶ Title I schools by grade span
  - 159 were K–12 schools (56%)
  - 95 enrolled students in grades K–8 (34%)
  - 11 enrolled students in grades 6–8 (4%)
  - 19 enrolled students in secondary grades 6–12 (7%)

# Targeted Assistance Program

- ▶ Any school eligible for Title I–A funds may operate a targeted assistance program
  - Schools at or above average district percent of poverty or 35% (with some exceptions)
- ▶ Services are “targeted” and provided only to identified eligible students
- ▶ Services must be *supplemental* to regular educational services that all students would otherwise receive
- ▶ School *must* select some students for services
  - school *may not* provide targeted services to all students in the school even if they are all low-achieving.

# Targeted Assistance Eligibility

- ▶ Students eligible for targeted services from Title I–A are:
  - Students who meet academic criteria determined by school
  - Students who are “categorically” eligible for services including homeless students & students in local neglected or delinquent institutions
- ▶ All students who are eligible for other programs such as migrant or English learners must receive services under Title I–A that they qualify for first, then receive additional supplemental services from Title I–C or III–A

# Targeted Assistance Plan

- ▶ School must have *multiple* academic criteria to determine students eligible for Title I–A services such as:
  - below proficient on state assessments
  - below target on universal screening assessments
  - lack of progress in coursework
  - teacher recommendations
- ▶ Criteria for selecting students and plan for services to be provided should be written
  - Can be included as part of a school plan in Alaska STEPP – especially in indicator 3.2

# Targeted Assistance Services

- ▶ Examples of targeted services that may be provided for students with I-A funds
  - In-class support by a paraprofessional or teacher
  - Pull-out support by a paraprofessional or teacher
  - Tutoring
  - Before/after school programs
  - Summer school
- ▶ Title I-A funds may not be used in a targeted assistance school to pay for the cost of screening assessments that are used to determine which students will qualify for Title I targeted services
- ▶ Professional development may be provided to staff to improve performance of Title I identified eligible students
  - Teachers directly funded by Title I-A
  - Any teachers in the school that teach Title I students, even if not funded directly by Title I-A
  - Paraprofessionals funded by Title I-A

# Targeted Assistance Reporting

- ▶ Only staff directly supported by I–A funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals)
- ▶ Only students who receive services are counted as Title I students for reporting purposes
- ▶ Must track types of services provided to eligible students
  - Services are reported by student in the Summer OASIS data collection

# Schoolwide (SW) Program

- ▶ A Title I school is eligible to operate a schoolwide program when the student poverty level is at or above 40 percent.
  - Districts must notify schools and parents of SW eligibility
- ▶ A schoolwide program is designed to help overcome the link between high poverty and low achievement.
- ▶ A comprehensive schoolwide plan is designed to raise the achievement of *all* students and especially of low-achieving students.



# Title I SW Plan Development

- ▶ The plan must be developed in consultation with the district and its support team (and other technical assistance providers if applicable).
- ▶ The plan must be developed with the involvement of parents, community members, and individuals who carry out such a plan, including teachers, principals and administrators.

# SW Plan Required Components

Section 1114(b)(1) of ESEA requires:

1. A comprehensive *needs assessment* of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migrant students).

# SW Plan Required Components p.2

## 2. *Schoolwide reform strategies that:*

- a. Provide opportunity for all students to meet the state's proficient and advanced levels of student achievement and address the needs of all students in the school.
- b. Use effective methods and research-based instructional strategies that:
  - i. Strengthen the *core academic program* in the school;
  - ii. Increase amount and quality of learning time (before/after school, summer, enriched & accelerated curriculum);
  - iii. Include strategies for meeting the needs of historically underserved and *low-performing* student populations.

# SW Plan Required Components p.3

3. Instruction by *highly-qualified teachers* and qualified paraprofessionals.
4. High quality and ongoing *professional development* for teachers, principals, and paraprofessionals (and other staff, if appropriate).
5. Strategies to *recruit and retain* high quality, highly-qualified teachers to high-need schools.
6. Strategies to increase *parent engagement*, such as family literacy services and involvement of parents in planning, review and improvement of schoolwide program.

# SW Plan Required Components p.4

7. Plans for assisting preschool children in the *transition* from early childhood programs to local elementary school programs.
8. Measures to include teachers in the *use of academic assessments* to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.

# SW Plan Required Components p. 5

9. Provide *additional support* through activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.
10. *Coordination and integration* of federal, state and local services and programs including programs related to Title I, violence, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

# Schoolwide Planning Cycle

1. Conduct a comprehensive needs assessment.
2. Develop the initial schoolwide plan usually over the period of one year (but may be shorter if district agrees).
3. Implement the plan.
4. Annually update the needs assessment, evaluate the plan to ensure that students demonstrate increased achievement, and modify the plan based on this data.

# Schoolwide Program Flexibility

- ▶ A schoolwide program has more flexibility than a targeted assistance program in the use of Title I funds and in the delivery of services.
- ▶ Title I *funding* is considered *supplemental* (not the *services*)
- ▶ Title I–A funds may be used to support *any component of the schoolwide plan*.



# Consolidating Funds in SW

- ▶ SW school *may* consolidate Title I–A with state, local and most other ESEA funds to upgrade entire educational program of school
  - School does not need to meet most specific program requirements *as long as it meets intents and purposes of those programs consolidated*
- ▶ Consolidated funds put into a “pool” and that pool is used to fund the SW program
  - School not required to maintain separate fiscal accounting by program to identify specific activities
  - Must identify all consolidated funding sources in SW plan and demonstrate that SW plan meets intents and purposes of programs for funds being consolidated

# “Conceptual” Consolidation

- ▶ Consolidation may be “conceptual”
  - In “conceptual” consolidation, funds may be used to support *any* educational component in the SW plan without regard to the specific program source
- ▶ Most ESEA programs may be consolidated to support SW plan
  - Some have restrictions (Title I–C, Indian Education, & IDEA)
  - If not consolidating funds from other ESEA programs, these funds must be used only for allowable purposes in the school
- ▶ See Section E of *Title I Fiscal Issues Non-Regulatory Guidance, February 2008* for specific questions

# Use of Funds in SW Program

- ▶ If *consolidating*, may use any funds in consolidated “pool” for any component of educational SW plan
- ▶ If *not consolidating*, may use Title I–A funds for any component of educational SW plan
- ▶ *Targeted services* may still be provided directly to eligible students *in addition to* the services these students receive as part of the schoolwide program
  - Title I–C funds provide services to migrant students
  - Title III–A funds provide services to English learners (LEP) students

# Schoolwide Program Reporting

- ▶ All teachers and paraprofessionals are considered Title I.
- ▶ All students are considered Title I for reporting.
- ▶ Services to students do not have to be tracked and reported separately.
- ▶ All students, teachers, and paraprofessional data is collected in Summer OASIS. In a SW school, all are counted as served or supported by Title I.

# Using AK STEPP for a SW Plan

- ▶ SW plan is *not necessarily* the same as a School Improvement (SI) plan.
  - SW plan is comprehensive with required elements.
  - SI strategies may be part of SW plan.
- ▶ Title I schools *may choose* to use AK STEPP planning tool for the Title I SW plan
  - SW plan requirements have been aligned with the key indicators in AK STEPP
  - Complete SW plan includes all required indicators in AK STEPP plan, Needs Assessment, and Title I Schoolwide Plan Assurances for AK STEPP

# SW Program Resources

- ▶ SW plan requirements are found in ESEA section 1114(b)(1)(A–J) & CFR 200.28.
- ▶ EED website resources on Title I program page (see link under “Education Programs on Educators & Administrators tab”) <http://education.alaska.gov/tls/TitleIA/>
  - *Schoolwide Plan* template in Word
  - *Designing Schoolwide Programs* (US ED Guidance)
  - *Title I Fiscal Issues February 2008* (US ED Guidance, Section E)
  - *Title IA ARRA (also Regular) Uses of Funds* (US ED Guidance)
  - *Using AK STEPP as a Title I Plan*

# District Use of Title I Funds

- ▶ Called “Set-Asides”
- ▶ Funds used by district that are “set-aside” from the amount that will be allocated directly to Title I schools
- ▶ Some are required, some are optional
- ▶ Some uses depend on the context of the types of schools in the district
  - All schools are Title I schoolwide schools
  - All schools are Title I; some are targeted assistance
  - There is a mix of Title I and non-Title I schools

# Types of District Set-Asides

## ▶ *Administrative activities*

- Used for program administration, not providing services
- May be included in basic grant funds *or* transferred to Consolidated Admin Pool, not both
- No limit on percentage, but no more than 5% is recommended; should be “reasonable and necessary”

## ▶ *Highly qualified professional development*

- No longer required, but may use up to 5% to ensure all teachers in Title I schools are highly qualified, as needed
- May be used to support Praxis II tests or coursework to meet highly qualified status
- May *not* be used for teachers in non-Title I schools (Title II-A funds could be used)

## ▶ *Parent involvement 1%*

- Required if Title I-A allocation is greater than \$500,000
- Must be budgeted by Parent Involvement Purpose Code
- Funds not required to be allocated to schools through the PPA amount
- Uses of funds must be determined in part by parents at Title I schools
- Any remainder must be carried over and spent in next fiscal year in PI



# Types of District Set-Asides p.2

## ▶ *Homeless*

- Required to provide comparable services to homeless students in non-Title I schools
- Allowable to provide educationally related support to homeless students in Title I schools
- May be used to provide transportation for homeless students to school of origin or to support in full the homeless liaison position (for fiscal year 2015 funding only at this time)

## ▶ *Local neglected or delinquent*

- Optional as needed to provide services to students in local institutions or community day school programs for neglected or delinquent children
- Not applicable for students in state agency institutions or for students in local schools

# Other District Set-Asides

- ▶ *Other types of optional district set-asides*
  - *Professional development*
    - Professional development paid for by district with Title I-A funds that is not part of Title I school allocations
    - May be provided to teachers “district-wide” in all Title I schools
    - Must *only* benefit teachers in Title I schools
    - No longer applicable to use 10% Professional Development district-wide (was for reasons district did not make AYP)
    - Must be supplemental to professional development provided by district to teachers in all schools
      - For example, additional training on how to enable low-achieving students to meet new ELA and Math standards above what all teachers receive

# Other District Set-Asides p.2

- *Summer School*
  - Summer school services provided by district at some or all Title I schools that are not part of the school's Title I program through the school allocation
- *Preschool*
  - Any preschool programs or support provided by district at some or all Title I schools that are not part of the school's Title I program through the school
  - See guidance on Serving Preschool Children through Title I at <http://education.alaska.gov/tls/TitleIA/>
- *Priority & Focus Schools*
  - Support for school improvement in priority and focus schools (up to 20%)
- *Financial incentives*
  - Incentives and rewards to recruit and retain highly qualified teachers in priority or focus schools

# Response to Intervention

- ▶ RTI is a multi-level framework to maximize student achievement by providing support to students at risk for poor learning outcomes. The approach includes:
  - Core instruction for *all* students
  - Universal screening
  - Increasingly intensive instructional interventions for students who need extra help
    - Usually designated as Tier II or Tier III in AK districts
    - Tier III is *not restricted to students with IEPs*
  - Progress monitoring of students receiving interventions

# RTI & Title I

- ▶ A district may use Title I–A funds in coordination with other funds *consistent with applicable program requirements*, to help implement an RTI framework in a Title I school such as:
  - Coordinated Early Intervening Services (CEIS) funds under IDEA
  - Title III of the ESEA
  - Other state and local funds
- ▶ The rules for how Title I, Part A funds may be used to support RTI differ depending on the type of Title I school and configuration of Title I and non–Title I schools in a district

# RTI for All Students

- ▶ All students receive
  - Core instruction
    - Includes instruction provided to all students
    - May be whole class or in groups
    - May include some differentiated instruction in class
  - Universal screening
    - Assesses academic performance of all students several times per year
    - Used to identify students who are struggling and who may need specific interventions
- ▶ Services for all students generally *may not* be paid for with Title I–A, Title III–A, or CEIS funds

# Instructional Interventions & Progress Monitoring

- ▶ Instructional interventions provided to struggling students
  - Research-based interventions provided for specific duration
  - Increase in intensity to improve student achievement
  - Provided *in addition to* core instruction
- ▶ Progress monitoring
  - Used to assess student's academic performance and evaluate effectiveness of interventions
- ▶ Interventions and progress monitoring *may sometimes* be funded with Title I-A, Title III, or CEIS funds

# Three Considerations for RTI Funding

- ▶ Type of school
  - Title I schoolwide (SW) school
  - Title I targeted assistance (TA) school
  - Non-Title I school
- ▶ Eligibility of students
  - Title I
    - SW school = all students
    - TA school = identified eligible students at risk of failing to meet academic standards that meet specified criteria
  - Title III = students identified as LEP
  - CEIS = students not currently eligible for special education but who need academic and behavioral support to succeed in regular classroom
- ▶ Supplement, not supplant



# RTI in a Title I Schoolwide School

- ▶ Title I SW school that consolidates funds from Title I–A, Title III–A, and IDEA (and possibly other state and local sources)
  - Title I–A, Title III–A, and CEIS funds may be used to support *any* component of SW plan, including core instruction, universal screening, RTI interventions and progress monitoring *subject to supplement, not supplant and comparability considerations*
- ▶ Title I SW school that does *not* consolidate funds
  - Title I–A & CEIS funds may be used to support any component of SW plan *subject to supplement, not supplant and comparability considerations*
  - Title III–A funds are limited to serving LEP students for allowable activities only

# RTI in a Title I Targeted Assistance School

- ▶ No federal funds may be used for core instruction or universal screening of all students
- ▶ Title I–A & Title III–A funds may be used to provide interventions & progress monitoring to eligible students *if the interventions supplement those the school would otherwise provide*
  - Title I–A criteria must be clearly defined through eligibility for interventions at Tier II or Tier III (as applicable)
- ▶ CEIS funds may be used for interventions if they are used in combination with other funds and if the supplement activities carried out with ESEA funds (Title I–A and III–A)

# RTI in a non-Title I School

- ▶ Title I-A funds *may not* be used for any level of RTI in a non-Title I school
- ▶ Title III-A or CEIS funds *may not* be used in a non-Title I school to implement core instruction or universal screening
- ▶ Title III-A funds *may* be used to implement interventions *if they supplement those the school would otherwise provide*
- ▶ CEIS funds *may* be used if they are used in combination with other funds and *supplement any activities carried out with Title III-A funds*

# Supplement, not Supplant re: RTI

- ▶ Supplement, not supplant requirement ensures that services provided with federal funds are *in addition to*, and do not replace or supplant, services that students would otherwise receive
- ▶ First test of supplanting
  - A district may not use federal funds to provide services required under state, local or in some cases, federal law (as specified by particular program)
    - Title I is supplemental to state and local funds
    - Title III and CEIS are supplemental to state, local, and other ESEA programs

# Second Test of Supplanting

- ▶ Second test of supplanting
  - A district may not use Title I funds to provide services that it provided in the prior year with non-federal funds
    - This test may be rebutted if a district can demonstrate that it would not have continued to provide the service in question because of a budget shortfall or changing educational needs

# Third Test of Supplanting

- ▶ Third test of supplanting for Title I
  - A district may not use Title I funds to provide services for children participating in a Title I program that it provides with non-federal funds to non-participating children or to children in non-Title I schools
    - All Title I schools must receive their *comparable* share of state and local funds
      - Typically measured through pupil-teacher ratio (PTR) and/or school allocation for curriculum & instructional supplies
      - Schools are compared to non-Title I schools in same grade span in district, or as compared to other Title I schools in same grade span if no Title I schools
    - Supplanting considerations are broader and consider all services provided by district for teachers and students in non-Title I schools as well as PTR or money for supplies

# Consider District School Types

- ▶ Types of schools in district = Most important supplement, not supplant consideration for use of Title I funds
  - If all schools are Title I operating schoolwide programs:
    - Title I funds are supplementary to other funds and may be used to support any components of SW plans, as long as all Title I schools receive comparable services
    - May provide services districtwide that would benefit all teachers or students
  - If all schools in district are Title I, but some (or all) operate targeted assistance programs
    - Title I funds must be used to provide *supplementary services* for eligible teachers or students, not services that would benefit all teachers or students in the district

# Districts with some non-Title I schools

- ▶ Some schools in the district are Title I, but some are non-Title I
  - ▶ Districts may *not* provide services district-wide that would benefit all teachers or students
  - ▶ It is possible that some services may be provided to teachers or students in a certain grade span of schools *if all schools in the grade span* are operating Title I schoolwide programs
    - ▶ For example, if all elementary schools (grades K-6) are Title I SW schools and no middle or high schools are Title I, the district could provide professional development to all elementary teachers or provide a new K-6 math curriculum with Title I funds. No Title I funds could be used to provide services to middle school or high school teachers.



# Title I Changes in Grants Management System 2014–2015

# Title I Program Details

- ▶ Revisions in GMS system for FY2015
  - Sections labeled with letters, questions with numbers
  - Reordered some questions for better flow
  - Added check box for Community Eligibility Provision Schools (for information only this year)

**A. Method for Determining Low Income Rank Order and Funding for Title I-A Schools**

\* 1. Poverty data used - (select one)

Please select... ▼

☐ 2. Check if any district schools are Community Eligibility Provision schools

\* 3. Method of qualifying schools - (select one)

Please select... ▼

# Title I Sections B-D

- ▶ Included new grade span for K-12 schools
- ▶ Added clarification to “all other staff”

<b>B. FTEs Paid with Title I-A Funds</b>	
<input type="text"/> * Certified Teachers	<input type="text"/> * Instructional Paraprofessionals
<input type="text"/> * All other staff (includes administrative, support, directors, etc.)	

  

<b>C. Public Schools - (Select all that apply)</b>	
<b>1. Core Areas</b>	
<input type="checkbox"/> Reading/Language Arts	<input type="checkbox"/> Math
<input type="checkbox"/> Science	<input type="checkbox"/> Other
<b>2. Grade Grouping(s) Served</b>	
<input type="checkbox"/> Preschool	<input type="checkbox"/> Kindergarten
<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School
<input type="checkbox"/> Secondary	<input type="checkbox"/> K-12 School

# Title I Section D

- ▶ Separated out before/after school from summer extended learning options

<b>3. Delivery Methods</b>	
<input type="checkbox"/> Preschool	<input type="checkbox"/> Supplemental Kindergarten
<input type="checkbox"/> Pull out	<input type="checkbox"/> Extended time (before/after school, weekends, etc.)
<input type="checkbox"/> In class support	<input checked="" type="checkbox"/> Extended time (summer school)
<input type="checkbox"/> Replacement class	<input type="checkbox"/> Computer assisted instruction
<input type="checkbox"/> Additional teachers in SW program	<input type="checkbox"/> Teacher mentoring/coaching
<input type="checkbox"/> Other - (explain in program services below)	

# Title I Section E

## ► Created a section for Targeted Assistance Schools

### **E. Title I-A Targeted Assistance Programs (as applicable)**

1. For all schools served with a targeted assistance program (marked TA on the school Building Eligibility page), please indicate the academic criteria used to select students to receive Title I-A services. Criteria should include multiple sources including, but not limited to, student performance on the annual state Standards Based Assessments for students in grades 3-10.
2. Provide a description of the targeted services funded by Title I-A in targeted assistance schools. Include the number and FTE of staff funded at each school.
3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation.

# Title I Section F

## ► Created a section for Schoolwide Schools

### **F. Title I-A Schoolwide Programs (as applicable)**

1. Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, limited English proficient students, students with disabilities, migrant students, and homeless students are receiving assistance to increase their level of achievement.
2. Provide a general description of the use of Title I-A funds at schoolwide schools. Include the FTE and number of staff funded at each school.
3. Check all funding sources from this application that are being consolidated or used to support the schoolwide educational programs.  
☐ Title I-A   ☐ Title I-C   ☐ Title II-A   ☐ Title III-A
4. For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation.
5. For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment.

# Title I Section G

- ▶ Added more sections to describe other funded activities

## **G. Title I-A Other Funded Activities**

Please provide a short overview of the general purposes and activities for which Title I, Part A funding will be used in your district in each of the following areas, as applicable. These funds may be budgeted separately by Purpose Code or may be included in the Title I-A Basic Purpose Code, unless otherwise specified.

**1. Administrative activities:** Provide a description of the administrative activities supported with Title I-A funds directly or through Title I-A funds transferred to Consolidated Administration Pool. Include the FTE, name(s) and title(s) of any staff serving in this capacity.

**2. Highly qualified:** Provide a description of the professional development to be provided to ensure all teachers in Title I schools are highly qualified, as needed.

**3. 1% Parent involvement: (required if Title I-A allocation is greater than \$500,000 and must be budgeted by Parent Involvement Purpose Code):** Provide a description of the parent involvement activities to be supported with Title I-A funds. Include a description of how the district will evaluate and revise the parent involvement policies/plans/activities annually to ensure they are meeting the needs of the parents.

# Title I – G. Other Funded Activities

**4. Homeless:** Provide a description of any Title I-A funds used to provide comparable services to homeless students in non-Title I schools. Also include funding used to provide services to enable homeless students to participate effectively in school or to support the homeless liaison position.

**5. Local neglected or delinquent:** Provide a description of any Title I-A funds used to provide services to students in local institutions or community day school programs for neglected or delinquent children. Do not include services provided at state agency institutions or to students in local schools.

**6. Professional development:** Provide a description of any professional development provided with Title I-A funds that is not already described above as part of services to schools (must be provided *only* to benefit teachers in Title I schools). Include numbers of teachers to participate in each activity described and the location. Include a description of how the progress of the activities will be monitored and how you will determine at the culmination if the activities had a positive impact on instruction and ultimately on student achievement.

**7. Summer School:** Provide a description of any summer school services to be provided with Title I-A funds that are not already described above. Include the number and FTE of any positions funded. Include a description of how the summer school activities will be evaluated to determine if the activities had a positive impact on instruction and ultimately on student achievement.



# Title I – G. Other Funded Activities

**8. *Preschool:*** Provide a description of any preschool programs or support to be provided with Title I-A funds that is not already described above. Include the number and FTE of any positions funded. Include a description of how the progress of the activities will be monitored and how you will determine at the culmination if the activities had a positive impact on instruction and ultimately on student achievement.

**9. *Services to students in non-public schools:*** Provide a description of any services to be provided to students in non-public schools through Title I-A funds.

**10. *Other Uses of Title I-A Funds:*** Provide a description of any other uses of Title I-A funds not addressed above. Include the number and FTE of any positions funded. Include a description of how the progress of the activities will be monitored and how you will determine at the culmination if the activities had a positive impact on instruction and ultimately on student achievement.

# Title I-A Set-Asides

## ► Removed Choice/SES, 10% PD, revised language in Highly Qualified & Other

Indicate the Title I-A funds set aside for a district-level expense in the box provided. Required % set asides must be calculated on current year I-A allocation, plus funds transferred in, not REAP-Flex funds. See Instructions & Handbook for more information.

SET ASIDES	AMOUNT
<b>Administration:</b> (optional - recommended 5% or less)	<input type="text"/>
<b>Highly Qualified Professional Development:</b> (optional, up to 5%) to ensure all teachers in Title I schools are highly qualified (Sect 1119) MINUS non-public amount.	<input type="text"/>
Nonpublic Professional Development portion (Sect 1119)	<input type="text"/>
<b>Parent Involvement:</b> (1% minimum for allocations above \$500,000) MINUS non-public amount. 95% of funds must be distributed to schools.	<input type="text"/>
Nonpublic Parent Involvement portion	<input type="text"/>
<b>Homeless:</b> Required for districts to provide comparable services to homeless students in non-Title I schools	<input type="text"/>
<b>Local Neglected or Delinquent:</b> Required, as needed, to serve students in local institutions or community day school programs for neglected or delinquent children. (Not for students in state agency institutions or services provided in public schools).	<input type="text"/>
Are there any local institutions or community day school programs in the district?	<input type="radio"/> Yes <input type="radio"/> No
<b>Other:</b> Optional - other authorized programs and services provided by the district that are not provided as part of the Title I school programs through school allocations. This includes activities such as summer school, before/after school programs in all district Title I schools, pre-school programs, professional development provided to teachers in Title I schools, support for priority or focus schools (up to 20%), or financial incentives and rewards to recruit and retain effective teachers in priority or focus schools, etc. See Instructions & Handbook for more information.	<input type="text"/>
Other	<input type="text"/>
Other	<input type="text"/>
Other	<input type="text"/>
<b>TOTAL DISTRICT SET-ASIDES</b>	\$ <input type="text"/> 0.00

# Title I–A Purpose Codes

- ▶ Purpose Codes allow “sub-budgets” to be created within Title I
  - Most are no longer required
  - If used, reimbursements must also be submitted by the same Purpose Code
- ▶ Title Purpose Codes available for 2015
  - *Basic Grant* – Use for all Title I–A expenses not included in one of the other purpose codes.
  - *Highly Qualified (Optional)* – May be used for professional development or support *for teachers in Title I schools* to become highly qualified.

# Title I–A Purpose Codes p. 2

- *Professional Development (Optional)* – May be used for district–funded professional development for teachers in Title I schools that is not part of the schools' Title I–A allocations.
- *Parent Involvement* – Required for districts with Title I–A allocation greater than \$500,000.
- *Priority & Focus Schools (Optional)* – May be used to provide additional support for Priority and Focus schools to implement school improvement plans.
- *Homeless (Optional)* – May be used to create a separate budget for funds set–aside to serve homeless students.

# Title I–A Purpose Codes p. 3

- *Pre–School (Optional)* – May be used to create a separate budget for funds set–aside to provide pre–school programs that are not part of the schools’ Title I–A allocations.
- *Summer School (Optional)* – May be used to create a separate budget for funds set–aside to provide summer school programs that are not part of the schools’ Title I–A allocations.
- *Neglected & Delinquent (Optional)* – May be used to create a separate budget for funds set–aside to provide services to students in local institutions or community day programs for neglected or delinquent children.

# Resources for Title I, Part A

- ▶ EED website: <http://education.alaska.gov>
  - No Child Left Behind: <http://education.alaska.gov/nclb/>
    - Key Components of NCLB
      - Equitable Services to Private School Students and Teachers
  - Program pages under Educators & Administrators tab at top of page: <http://education.alaska.gov/educators.html>
    - Title I–A Improving Basic Programs:  
<http://education.alaska.gov/tls/TitleIA/>
- ▶ GMS Document Library
  - ESEA Consolidated Federal Programs Fund Application
    - Instructions, Assurances & Current Year Resources
      - *ESEA Consolidated Instructions & Handbook 2014–2015*
    - Resources under individual program titles
- ▶ EED Title I Program Managers
  - See contact information in *Instructions & Handbook*

# EED Website No Child Left Behind

- ▶ Start with <http://education.alaska.gov/nclb/>
  - From No Child Left Behind link on bottom right

## No Child Left Behind

Alaska has entered its second decade of school reform where students, teachers and schools need to meet high standards. Our [state's school reform effort](#) is joined by a similar reform effort approved by the U.S. Congress called the No Child Left Behind Act of 2001 (NCLB). NCLB brings enormous challenges to our state. The promise of NCLB is that every child will learn state standards in core subjects. Alaskans embrace that goal. The goals of our Alaska school reform initiative and the NCLB are one and the same. This web site is aimed at helping policy makers, educators, parents and others become familiar with NCLB. Together, we can make sure all children have a bright future.

- [About the NCLB Law](#)
- [Alaska's State Plan](#)
- [Alaska's Consolidated State Performance Reports](#)
- [Key Components of NCLB](#)
- [Alaska School Performance](#)
- [School/District Improvement](#)
- [Supplemental Educational Services \(SES\) Providers/School Choice](#)
- [Title I School Improvement 1003\(g\) Grants \(SIG\)](#)
- [Useful Links for Parents, Educators, Policy Makers, and Others](#)
- [ESEA Application Technical Assistance Workshop](#)
- [Response to Instruction/Intervention \(RTI\)](#)

### How Do I...

#### PUBLIC

- » [Find school calendar?](#)
- » [Find standards for educators in Alaska?](#)
- » [Get mailing labels of Alaska schools/districts?](#)
- » [Make comments on regulations?](#)



Winter Conferences

Quick Links



# Key Components of NCLB

## ► Scroll down for LEP, Parent Notification, & Equitable Services for Private Schools

- Limited English Proficient (LEP) Students & English Language Acquisition
  - **NEW** / Alaska Title III Annual Measurable Achievement Objectives (AMAO) Targets - pdf
  - SAMPLE Parent Notification of Title III AMAO Determination - word
  - **NEW** / Guidance for LEP Student Identification, Assessment & Data Reporting - pdf
  - Guidelines for Participation of LEP Students in Academic Assessments - pdf
  - Plan of Service for LEP Students - word
  - Parent Language Questionnaire - word
  - Language Observation Checklists - word
- Parent Involvement & Notification
  - Title I District and School Parent Involvement Guidance - pdf
  - Template for District Title I Parent Involvement Policy - word
  - SAMPLE School-Parent Compact ELEMENTARY SCHOOL - word
  - SAMPLE School-Parent Compact MIDDLE SCHOOL - word
  - SAMPLE School-Parent Compact HIGH SCHOOL - word
  - NCLB Parent Notification & Reporting Requirements for Start of School Year - pdf
  - **NEW** / A Toolkit for Title I Parental Involvement
- Equitable Services to Private School, Students & Teachers
  - NCLB Overview of Benefits to Private School Students and Teachers - pdf
  - Affirmation of Consultation with Private School Officials - pdf
  - Title II-A Private School Participation Guidance - word
  - Title I-C Migrant Private School Guidance Excerpts - pdf
  - Title III-A Equitable Services to LEP Students in Private Schools - pdf
  - Timeline for LEA Consultation with Private School Officials - pdf
  - Title I Worksheet - Equitable Services - pdf
  - Private School Plan Template - Sample for all NCLB Programs - word
  - US Department of Education Links to Private School Guidance and Information
    - Office of Non-Public Education
      - Equitable Services to Private School Students, Teachers, and Other Educational Personnel, Non-Regulatory Guidance, March 2009 - word
      - Title I Services to Private School Children, Non-Regulatory Guidance, October 17, 2003 - word



# EED Website Program Pages

- ▶ Start from the Educators and Administrators tab on <http://education.alaska.gov>



The screenshot shows the website for the Alaska Department of Education & Early Development. The header includes the state logo and navigation links like 'myAlaska', 'My Government', 'Resident', 'Business in Alaska', 'Visiting Alaska', and 'State Employees'. The main navigation bar has tabs for 'HOME', 'PARENTS & STUDENTS', 'EDUCATORS & ADMINISTRATORS' (which is highlighted), 'DISTRICTS & SCHOOLS', and 'ABOUT EED'. Below the navigation bar, the page title 'Educators & Administrators' is displayed next to a photo of two children. The content area is divided into two columns. The left column contains two sections: 'GENERAL INFORMATION' with links to 'Alaska State Literacy Blueprint', 'Comments on Regulations', 'Event Calendar - Conferences & Training', 'Teacher Certification', and 'Teachers' Retirement System (TRS)'; and 'ASSESSMENT AND ACCOUNTABILITY' with links to 'Online Calendar', 'Formative Assessment Resources', 'High School Graduation Requirements', 'Kindergarten Developmental Profile', 'Practice Tests for High School Exam', and 'Standards for Alaska Students, Schools, and Educators'. The right column has a section titled 'How Do I...' which lists 'EDUCATORS' (with links to 'Become certified?', 'Find a teaching job?', 'Find classes for recertification?', and 'Get a copy of my transcripts?') and 'ADMINISTRATORS' (with links to 'Find early learning guidelines?', 'Contact the department?', 'Apply for grants?', and 'Contact the Alaska Board of Education?').

State of Alaska

myAlaska My Government Resident Business in Alaska Visiting Alaska State Employees

Alaska Department of  
Education & Early Development

HOME PARENTS & STUDENTS **EDUCATORS & ADMINISTRATORS** DISTRICTS & SCHOOLS ABOUT EED

STATE OF ALASKA > EED > EDUCATORS & ADMINISTRATORS

## Educators & Administrators

**GENERAL INFORMATION**

- Alaska State Literacy Blueprint
- Comments on Regulations
- Event Calendar - Conferences & Training
- Teacher Certification
- Teachers' Retirement System (TRS)

**ASSESSMENT AND ACCOUNTABILITY**

- Online Calendar
- Formative Assessment Resources
- High School Graduation Requirements
- Kindergarten Developmental Profile
- Practice Tests for High School Exam
- Standards for Alaska Students, Schools, and Educators

### How Do I...

**EDUCATORS**

- » Become certified?
- » Find a teaching job?
- » Find classes for recertification?
- » Get a copy of my transcripts?

**ADMINISTRATORS**

- » Find early learning guidelines?
- » Contact the department?
- » Apply for grants?
- » Contact the Alaska Board of Education?

# Title I–A Improving Basic Programs

- ▶ Scroll down to find program page links on bottom right

<p><b>SCHOOL SAFETY</b></p> <ul style="list-style-type: none"><li>• <a href="#">Safe, Supportive &amp; Successful Schools</a></li><li>• <a href="#">Suicide Awareness, Prevention, &amp; Postvention</a></li></ul> <p><b>SPECIAL EDUCATION INFORMATION</b></p> <ul style="list-style-type: none"><li>• <a href="#">Early Learning Guidelines - pdf</a></li><li>• <a href="#">Special Education Handbook - pdf</a></li><li>• <a href="#">District Report Card</a></li></ul> <p><b>RECOGNITION/SCHOLARSHIP PROGRAMS</b></p> <ul style="list-style-type: none"><li>• <a href="#">Advanced Placement (AP) Fee Reduction</a></li><li>• <a href="#">Alaska Teacher of the Year</a></li><li>• <a href="#">All Recognition/Scholarship Programs</a></li><li>• <a href="#">Milken Educator Award</a></li><li>• <a href="#">Recognition Applications</a></li><li>• <a href="#">Scholarship Applications</a></li></ul>	<p>exemplary, proficient, basic or unsatisfactory on each of seven content standards and on student growth. 4 AAC 04.200(f). Educator Evaluations</p> <p><b>MORE HEADLINES...</b></p> <p><b>PROGRAMS</b></p> <ul style="list-style-type: none"><li>• <a href="#">21st Century Alaska Community Learning Center</a></li><li>• <a href="#">Alaska State Council on the Arts</a></li><li>• <a href="#">Alaska Statewide Mentor Project</a></li><li>• <a href="#">Bilingual Multicultural Education (Title III-A)</a></li><li>• <a href="#">Career &amp; Technical Education (CTE)</a></li><li>• <a href="#">Child Nutrition Programs</a></li><li>• <a href="#">eLearning Modules</a></li><li>• <a href="#">Early Learning</a></li><li>• <a href="#">Educational Technology (Title II-D)</a></li><li>• <a href="#">Homeless Education (Title X-C)</a></li><li>• <a href="#">Improving Basic Programs (Title I-A)</a></li><li>• <a href="#">Migrant Education Program (Title I-C)</a></li><li>• <a href="#">Neglected &amp; Delinquent (Title I-D)</a></li><li>• <a href="#">No Child Left Behind (NCLB)</a></li><li>• <a href="#">Safe, Supportive &amp; Successful Schools</a></li><li>• <a href="#">School Improvement Grant SIG</a></li><li>• <a href="#">Special Education (SPED)</a></li><li>• <a href="#">Title IC: Migrant Education</a></li></ul>
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